



Thanksgiving Twists Homeschool Lesson Plan

Raddish Lesson Plan Road Map

We design these lessons to be adaptable and flexible to your students and your life. You can do A Little Taste in ~45 minutes, or you can use the extension activities and make the projects and activities listed last over several lessons or even weeks. The lessons are meant to be interdisciplinary, covering many subject areas at once. Students of all ages can use these materials, with learners who are pre-writers able to draw or verbally share responses.

If desired, you could extend these lessons into a project-based learning unit of study, where students tackle a real world problem and create solutions. The learning happens in the process of getting to the presentation of the solution, and students often find it more meaningful when they are investigating a topic of their choice.

For a deeper look at the topic, A Big Bite offers extension ideas for learners who are able to read, write, and think on a higher level.

We always love to see your finished projects! You can share them in our Facebook group, [The Raddish Table](#), or email us hello@raddishkids.com.

Driving Questions: Why does voting matter? How does voting work in the United States?

A Little Taste

Resource List

Background Information (also linked within lesson)

- *One Vote, Two Votes, I Vote, You Vote*, picture book by Bonnie Worth, <https://bookshop.org/books/one-vote-two-votes-i-vote-you-vote/9780399555985>
- *One Vote, Two Votes, I Vote, You Vote* - Storytime with the Mayor, video read-aloud from Seabrook Texas, <https://www.youtube.com/watch?v=G0F05BrzR7o>
- Where you go before you vote, voter guide, <https://www.ballotready.org/>
- “YOU Choose | Presley Talks About Voting”, video from PBS Kids, <https://www.youtube.com/watch?v=S6oFLipB6g8>
- 2020 Kids Voting Election Results, <https://kidsvotingusa.org/>
- Elections Calendar, calendar of events from Ballotpedia, https://ballotpedia.org/Elections_calendar
- “Sesame Street: Steve Carrell - Vote”, video from Sesame Street, <https://www.youtube.com/watch?v=clwNdZggYcl>
- “This 6-year-old’s homemade voting booth makes sure kids get a vote on Election Day”, article from Good Morning America, <https://www.goodmorningamerica.com/living/story/year-olds-voting-booth-makes-kids-vote-election-73995472>
- “Voting for Kids | Why Voting Is Important? - Election Day”, video from Kids Academy, <https://www.youtube.com/watch?v=GrG7zBUDiqQ&t=1s>

Optional Extensions

- *Sofia Valdez, Future Prez*, picture book by Andrea Beaty, <https://bookshop.org/books/sofia-valdez-future-prez/9781419737046>
- Read-Aloud *Sofia Valdez, Future Prez*, video read-aloud by Julie Blackmore, <https://www.youtube.com/watch?v=agwNUL0y2fk>
- <https://www.euronews.com/2020/11/03/us-election-what-are-five-big-issues-that-americans-care-about>
- “Join the Saturday Celebration”, petition to the United States government from Change.org, <https://www.change.org/p/president-of-the-united-states-join-the-saturday-celebration>

Conceptual Knowledge - What Do You Want Them to Know?

1. Voting is a right in the United States for citizens 18 and older.
2. Citizens in the United States get to vote for elected officials and certain laws/rules as part of being in a democracy.

Key Vocabulary

- **Democracy** - a form of government in which the common people hold political power and can rule either directly or through elected representatives
- **Voting booth** - a compartment with one open side in which one voter at a time stands to mark their ballot
- **Election** - a process in which people vote to choose a person or group of people to hold an official position
- **Ballot** - the act of or process of voting, usually on paper, and in secret

Cross-Curricular Links

- Language Arts, Social Science, Math

Project Idea/Scenario

Students will create voting aids that could be used in local to national voting.

Plan the Process: What Will the Students Do?

After learning about the process of voting in the United States, students will develop voting tools that can improve voting.

Warm-up Activity - Activating Background Knowledge

- November is known primarily as the month of Thanksgiving in the United States, but there are at least two other important dates that happen this month as well. Have students guess to see if they can come up with Veterans Day and with Election Day. See if they know the dates of these two events.
 - Even though the big vote for president only happens every 4 years, there are still elections and voting that occur each year. Can they name other types of elections that are held for local and state governments?
 - Who makes the rules for your city/town? For your school? How do new parks get built? How does a new business open? All of these things are connected to local, state, and federal governments. Today we will be looking at elections and why they matter, and how voting works in the United States.

Sequence/Procedure

1. [Read](#) or [listen to](#) the picture book: *One Vote, Two Votes, I Vote, You Vote*.
 - a. What vocabulary words did you learn from this book? Check out the glossary in the back of the book, and then review the Key Vocabulary for this lesson.
 - b. Can you vote in elections yet? Why or why not?
2. [Watch the video: YOU Choose from PBS Kids](#)
 - a. What kinds of things do you vote on in your daily life?
 - b. The presidential election happens every 4 years in the U.S., with the next election happening in 2024. Do some math to figure out when you will first be able to vote for president.
3. How do people register to vote where you live? Check out [vote.org](#) and [Ballot Ready](#) sites. Write down on the handout on page 8 of lesson plan:
 - a. How many days before an election does someone need to register?
 - b. What other important information does a voter need to know?
4. Come up with a question to vote on. Ask at least 5 people for their choices. You can ask people to choose between two things (e.g. Which food is better: pizza or tacos?) or give them slightly more options (but consider this carefully as you may not end up with a clear winner if you have too many choices!) If you do not have enough people to solicit for votes on an issue, you can instead select a state to check out the results of [the mock election in 2020 for kids that Kids Voting conducted](#).
 - a. After conducting your vote or reviewing the votes in the mock election, why do you think it is important for voting to be private? What might happen if elections were held where people had to share their votes in front of others?
 - b. Did anything surprise you about the results?
5. Graph results of your own survey or selected state from the mock election on the bar graph space on the handout page 8 of the lesson plan.
6. Choose a project to complete from the possible creations below. Share your results and completed project while enjoying any of the recipes from Thanksgiving Twists.

Possible Creations

1. Design a voting booth. Create one that has important messaging but also provides privacy. For inspiration and ideas, [check out how one student made his own voting booth](#) and voted during the last presidential election.
2. Conduct an election and collect votes on something you can actually change. (Examples: What should you plant in your garden next? What should your city do with an unused space? What would you like to see changed in your school? Home?) Collecting votes in support of what you want to change can make a big difference to those in power to show them that people want to see this happen! [Watch the video from Sesame Street](#) for some silly inspiration, and/or [this one about why voting matters](#). Consider how you will collect your votes (a table at the end

of your driveway, by phone, or over the internet). Each of these ways have their own benefits and drawbacks.

3. [Research your local area](#) and find out which elections are coming up. What is the important information that you can give to any adults about how, when, and where to vote? Make a video commercial that highlights all the things they must know before voting in the next election. Remember that you are not instructing them how to vote on certain issues or elections, but just the facts about where to go and the important dates they need to know.

Extensions

1. [Read](#) or [listen to the book](#) *Sofia Valdez, Future Prez*. What steps did Sofia take in the book to make something change in her own town? What steps can you take as a kid to one day maybe become president of the US? Draw the timeline of what Sofia did, and then draw your own timeline of what you can do to maybe reach the White House!
2. What issues matter most to you? Create your own [listing of voter issues](#) or use these: kids often care most about climate change, education, parks and public spaces, animal rights, racial justice, arts programs, gun policy, and free speech/the 1st amendment. Rank the issues in order from least important to most important, then compare your answers to a family member's ranking. Are they different or the same? Do you think your ideas about what is most important will change as you get older? Why or why not?
3. Petitions are another way of pushing for change in the United States. Using an online petition, people are now able to gather people's signatures quickly, and the ones that gather a lot of attention and participation are more likely to be voted on. Check out [this recent petition](#) that wanted to change Halloween celebrations. What would you want to see changed? Create your own petition on the change.org site and think about how you would get people to sign it.

Driving Questions: What are voting outcomes like in other democracies? What strategies would you implement to improve voter turnout in your neighborhood?

A Big Bite

Resources

- The Most and Least Democratic Countries in the World, video from General Knowledge, https://www.youtube.com/watch?v=zGZSfzI_0xw
- “Will Other Countries Continue to Outpace the U.S. in Voter Turnout?”, article from U.S. News and World Report, <https://www.usnews.com/news/best-countries/articles/2020-10-30/these-countries-have-had-the-highest-voter-turnout>
- “Why Is Election Day a Tuesday in November?”, article from History, <https://www.history.com/news/why-is-election-day-a-tuesday-in-november>
- *Vote for Me! How Governments and Elections Work Around the World*, book by Louise Spilsbury, <https://bookshop.org/books/vote-for-me-how-governments-and-elections-work-around-the-world-bound-for-schools-libraries/9780606412438>
- Cast Your Vote, voting game from iCivics, <https://www.icivics.org/games/cast-your-vote>
- <https://www.icivics.org/election-infographics>
- Should 16-Year-Olds Be Allowed to Vote?, video from Above the Noise/PBS, <https://hawaii.pbslearningmedia.org/resource/should-16-year-olds-be-allowed-to-vote/should-16-year-olds-be-allowed-to-vote/>
- “7 Ideas from Other Countries That Could Improve U.S. Elections”, article from TIME, <https://time.com/4546243/elections-voting-ideas/>

Project Idea/Scenario

Students will compare voter turnout from different countries around the world to the United States, and create projects that illustrate how to improve turnout in the U.S.

Sequence/Procedure

1. Do you know how voting works in the United States? Share what you already know about elections for president and votes for laws and other elected officials. Then look through [the book *Vote for Me!*](#); there’s a lot of information in the book so make sure to review the main ideas of how voting in the United States works, and then focus on pages 22-23.
 - a. Has everyone always been able to vote? What has been the general timeline of voting rights being given in the U.S.?
 - b. What makes the voting system in the United States different from the other countries listed?

2. [Read the article](#) about why voting is on a Tuesday in the U.S.
 - a. Do you think this day selection helps the United States today or hurts voter turnout today? If you were to change Election Day in some way, what day of the week or time of year might you suggest would improve voter turnout?
3. [Watch the video about voting around the world.](#)
 - a. Which countries have voting systems that work well for voters?
 - b. What surprised you about the U.S. compared to other representative democracies?
4. [Play through at least part of the iCivics voting game.](#) Complete civics voting game if time allows (typically about 30 minutes of time required).
 - a. How much time does it seem to require to be an informed voter?
 - b. Do you think there are ways to improve this process for voting? How would you streamline the process?
5. [Read the article about countries with high voter turnout](#), then graph how the United States stacks up against other representative democracies around the world in terms of voter turnout. Compare US, India, Spain, and Australia voting turnout in the last elections, using the paper on page 9 of the lesson plan.
6. Choose a project to complete, and share it with someone while enjoying any of the recipes from Thanksgiving Twists. If your project has ideas that could improve voter turnout in your neighborhood, consider also sharing it with your local elected officials!

Possible Creations

1. Choose a country to model your voting plan after. Create a how-to guide for steps that the U.S. can take to increase voter turnout. Research the steps necessary to be able to vote currently where you live (use a site like <https://www.vote.org/> to know the current rules.) What slight changes could be made to cause more people to vote in the United States? Use the data from your graphs and ideas from [this article](#) to support your arguments.
2. Consider the history of voting rights being awarded to different groups over time in the United States. Watch [this video from PBS](#), and think about if you think that the voting age should be lowered. Should teenagers be able to vote about things that will affect the world they will inherit? Write up a petition to drum up support for lowering the voting age, and make sure to include data about how earlier voting ages lead to increased voter turnout.
3. Improve messaging for voting in your neighborhood. Where should ads be placed or sent? Design a poster that highlights the different methods of voting (in person, absentee, by mail) and that could be hung in high-visibility public places. Look through [the ideas suggested in this Time article](#) to see if any of the ideas from other countries could be implemented in a poster campaign in the U.S.

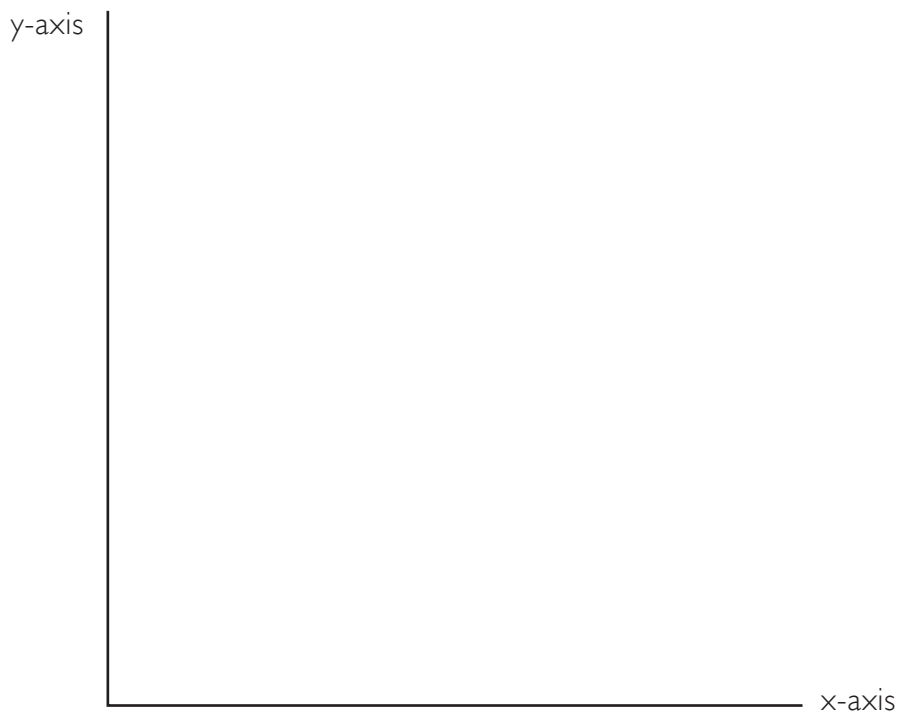
Voting Facts

What date does someone need to be registered by?

When is the next election near you?

Where is the closest polling place?

Graph results of your mock election or the state you selected from the mock election. Label your graph with numbers along the y axis (vertical) and categories along the x axis (horizontal).



Who, or what, won the vote?

Were the results close, or did one category clearly win?

Bar Graph of Voter Turnout

Create a bar graph to measure how U.S. turnout measures up against other countries!

